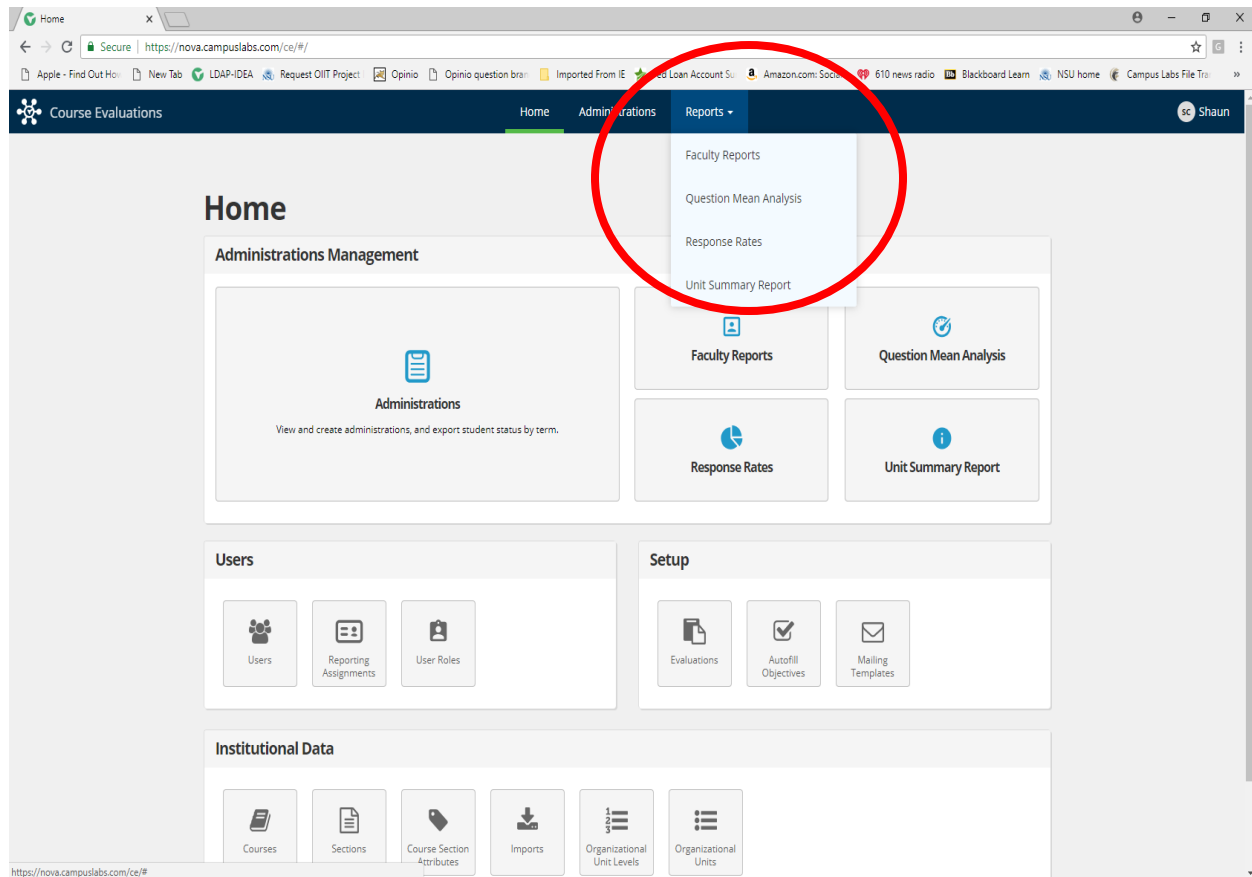There are four types of reports available from the IDEA course evaluation system (Unit Summary, Question Mean Analysis, Response Rate, Individual Faculty Report). Once logged in select the reports tab. The screenshot below will look a little different than yours since my permissions are different, but you should still have a reports tab.

The Unit Summary Report is based on the selection of an organizational unit for which an admin has permissions. The report is divided into 3 areas (Teaching Method Priorities, Optimization of Relevant Learning, Learning Environment and Context). Benchmarking is against all other institutions who use IDEA. For example, the Optimization of Relevant Learning section includes percent of sections rating the objective as relevant on the objective selection form (1 or 2) and the corresponding percentage of all IDEA courses that rate the objective as relevant. This section along with the Learning Environment and Context are populated only when the Learning Essentials or Diagnostic form is used for evaluation.

Unit Summary Report

Teaching Method Priorities Section

Compares utilization frequency of methods and styles to IDEA database based on weighting of objectives by the colleges.

Unit Summary Report

Role: Course Evaluation Administrator, Nova Southeastern University

Data Version: IDEA 2016

Term: Winter 2017

Teaching Method Priorities	Optimization of Relevant Learning	Learning Environment and Context
Where should you focus your unit's professional development?	*Are you targeting the right learning objectives?*	*Understanding your courses and students*

High Priority Methods and Styles

These teaching methods are correlated with student achievement of learning objectives that were selected by more than two-thirds of course sections in this group as Important or Essential. However, these teaching methods are used infrequently in this group compared to the IDEA database. Increasing use of these teaching methods is recommended.

Collaborative Learning

	# of Sections	Average (1-5)
Formed teams or groups to facilitate learning	1829	3.83

Low Priority Methods and Styles

These teaching methods are either used frequently or are correlated with student achievement of learning objectives that were selected as relevant by less than one-third of course sections in this group.

Teaching Essentials

	# of Sections	Average (1-5)
Found ways to help students answer their own questions	1838	4.29

<u>Optimization of Relevant Learning Section</u>

Compares students' perception of progress on relevant learning objectives weighted by colleges to the IDEA database. Includes breakout by raw average and percent of sections weighting each objective.

Unit Summary Report

Role: Course Evaluation Administrator, Nova Southeastern University

Data Version: IDEA 2016

Term: Winter 2017

Teaching Method Priorities

Where should you focus your unit's professional development?

Optimization of Relevant Learning

Are you targeting the right learning objectives?

Learning Environment and Context

Understanding your courses and students

Relevant Course Objectives

Average number of Objectives selected as Important or Essential in this unit: **4.8**

Faculty Selection of Objectives	Sections Selecting Objective as Relevant	IDEA Courses Selecting Objective as Relevant
Obj. 1: Gaining a basic understanding of the subject (e.g,. factual knowledge, methods, principles, generalizations, theories)	100%	85%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	95%	49%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	99%	79%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	99%	66%
Obj. 5: Acquiring skills in working with others as a member of a team	97%	50%

Student Ratings of Progress on Relevant Objectives

Relevant Objectives (Important or Essential)	# of Sections	Unit Average (1-5)	IDEA Average
Obj. 1 Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	2148	4.2	4.2
Obj. 2 Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	2051	4	3.9

Relevant Objectives (Important or Essential)	# of Sections	Unit Average (1-5)	IDEA Average
Obj. 3 Learning to apply course material (to improve thinking, problem solving, and decisions)	2141	4.2	4.1
Obj. 4 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	2137	4.2	4.1
Obj. 5 Acquiring skills in working with others as a member of a team	2088	3.9	3.9
Obj. 6 Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	2045	3.8	3.8
Obj. 7 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	2061	3.9	3.9
Obj. 8 Developing skill in expressing oneself orally or in writing	2117	4	3.9
Obj. 9 Learning how to find, evaluate, and use resources to explore a topic in depth	2122	4.1	4
Obj. 10 Developing ethical reasoning and/or ethical decision making	2085	4	3.9

Learning Environment and Context Section

Provides converted score distributions for comparison of learning outcomes based on student and course characteristics for NSU courses and the overall IDEA database.

Unit Summary Report

Role: Course Evaluation Administrator, Nova Southeastern University

Data Version: IDEA 2016

Term: Winter 2017

Teaching Method Priorities

Where should you focus your unit's professional development?

Optimization of Relevant Learning

Are you targeting the right learning objectives?

Learning Environment and Context

Understanding your courses and students

Overall Outcomes

Converted Scores

Converted scores compare your ratings with those of all classes in the IDEA database. They express your ratings relative to a mean of 50 and a standard deviation of 10. So, a converted score of 50 is "average", a score of 63 is in the upper 10% of all classes, while a score of 37 is in the lowest 10%. Converted scores are not percentiles.

Overall Outcomes	Unit Score	IDEA Score
Progress on Relevant Objectives	51	49
Excellence of Teacher	51	50
Excellence of Course	52	51
Summary Evaluation	52	50

Overall Outcomes	Much Lower (37 or lower)	Lower (38-44)	Similar (45-55)	Higher (56-62)	Much Higher (63 or higher)
Expected Distributions	10%	20%	40%	20%	10%
Progress on Relevant Objectives	15%	9%	31%	23%	22%
Excellence of Teacher	16%	5%	30%	48%	0%
Excellence of Course	15%	8%	25%	21%	30%
Summary Evaluation	13%	9%	28%	27%	21%
	-2 SD	-1 SD	Mean Score	+1 SD	+2 SD

5-Point Scale

Overall Outcomes	Unit Average	IDEA Average
Progress on Relevant Objectives	4	4.1
Excellence of Teacher	4.3	4.3
Excellence of Course	4.2	4.2
Summary Evaluation	4.2	4.2

Average Ratings

Course Characteristics

	Unit Average	IDEA Average
Amount of coursework	3.4	3.4
Difficulty of subject matter	3.4	3.4

This section describes student characteristics (such as motivation, work habits and background preparation), all of which affect student learning. The tables gives averages for this Unit and the IDEA database. Although the information is largely descriptive it can be used to answer the following questions:

1. Based on the results, is there a need to make a special effort to improve student motivation and preparation?
2. Are the results consistent with expectations?
3. Does the percent of classes below 3.0 raise concerns? Does the percent of classes above 4.0 suggest strengths?

Student Self-Ratings

	Unit Average	IDEA Average
As a rule, I put forth more effort than other students on academic work.	4	3.9
I really wanted to take this course regardless of who taught it.	3.9	3.8
When this course began I believed I could master its content.	4.2	4
My background prepared me well for this course's requirements.	4	3.8

% of Sections 4.0 or Above

Course Characteristics

	Unit Average	IDEA Average
Amount of coursework	22%	16%
Difficulty of subject matter	22%	18%

In addition to the Unit Summary report, Response Rate and Question Mean Analysis reports are available for each selected organizational unit. Response rate reports can be viewed for a current ongoing administration or for a closed past administration. The report also gives an overall response rate by the unit (college, dept, etc.) and breakdown by the course section and instructor.
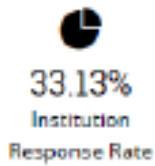
Response Rate Report

Role: Course Evaluation Administrator, Nova Southeastern University

Evaluation: | IDEA Diagnostic Feedback (2016) | Term: | Winter 2017 |

⊕ Organization Unit: Nova Southeastern University

33.13%
Institution
Response Rate

Report Filters

Status
| Closed |

Time to Close
| 5 ▾ |

Response Rate Threshold
○   ○○
0   25   50   75   100
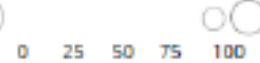
Show | 10 ▾ | entries

Search: | |

Course	Instructor	Instructor Email	Response Rate (%)
ABA 710 (AB1)	Manuel Gonzalez-Abreu	manny@nova.edu	25.00
ABA 730 (AB3)	David Nevel	nevel@nova.edu	23.81
ABA 730 (AB4)	Rachel Scalzo	rscalzo@nova.edu	77.78
ABA 740 (AB5)	Kenneth Shamlian	kshamlian@nova.edu	28.00
ABA 740 (AB6)	Kenneth Shamlian	kshamlian@nova.edu	11.11
ABA 755 (AB7)	Tara Sheehan	tarashee@nova.edu	22.73
ABA 770 (AB9)	Jason Craig	jc1701@nova.edu	33.33
ACT 2200 (DA1)	Barri Litt	bl381@nova.edu	17.14
ACT 2200 (EV1)	Emily Tworoger	etworoger@nova.edu	58.62
ACT 2200 (NW1)	Barri Litt	bl381@nova.edu	30.43
Course	Instructor	Instructor Email	Response Rate (%)

Showing 1 to 10 of 2,718 entries

First   Previous   1   2   3   4   5   Next   Last

Question Mean Analysis Report

The Question Mean Analysis report provides the mean and standard deviation for each question in the course evaluation, including any added questions (e.g., Honors questions). This report can also be calculated by the college and department.

Question Mean Analysis

Role: Course Evaluation Administrator, Nova Southeastern University

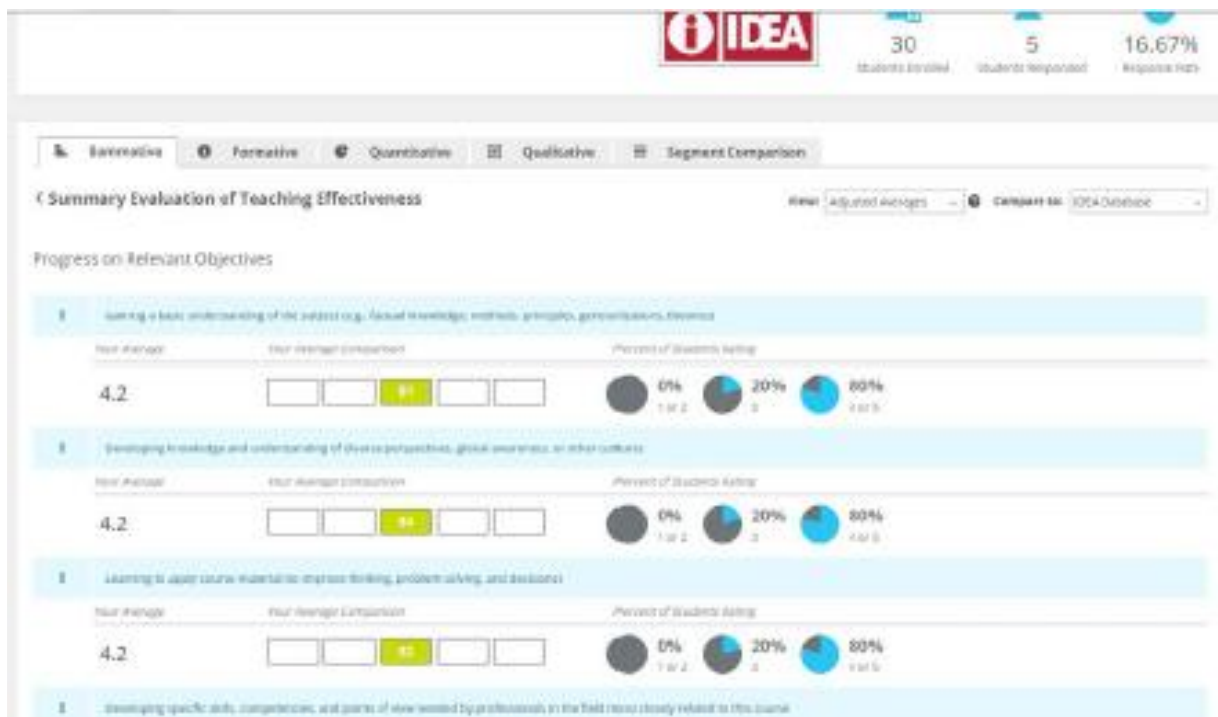Evaluation: IDEA Diagnostic Feedback (2016)   Term: Winter 2017

⊕ Organization Unit: Nova Southeastern University

Evaluation Questions	Mean ❓	Standard Deviation	# of Classes
▼ IDEA Diagnostic Feedback (2016)			
Found ways to help students answer their own questions	4.25	1.08	1906
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.24	1.13	1906
Encouraged students to reflect on and evaluate what they have learned	4.39	1.02	1906
Demonstrated the importance and significance of the subject matter	4.42	1	1906
Formed teams or groups to facilitate learning	3.88	1.47	1906
Made it clear how each topic fit into the course	4.35	1.06	1906
Provided meaningful feedback on students' academic performance	4.2	1.19	1906
Stimulated students to intellectual effort beyond that required by most courses	4.23	1.14	1906
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.28	1.11	1906
Explained course material clearly and concisely	4.26	1.16	1906
Related course material to real life situations	4.41	1	1906
Created opportunities for students to apply course content outside the classroom	4.19	1.19	1906
Introduced stimulating ideas about the subject	4.27	1.12	1906

honors

Evaluation Questions	Mean	Standard Deviation	# of Classes
Analyze, synthesize, and evaluate a broad range of material.	4.45	0.79	16
Consider topics for further work in the subject area or discipline.	4.41	0.77	16
Develop effective written communication skills.	4.34	0.94	16
Develop effective verbal communication skills.	4.34	0.8	16
Use knowledge and logic when considering the consequences of an idea.	4.4	0.81	16

Faculty Interactive Reports

Finally, IDEA provides individual interactive course reports where faculty can review their scores on relevant objectives and receive feedback on what areas might be strengths and what areas there may be room for improvement.

Faculty can also actively filter and compare their scores to other courses within their department or even their respective college under the segment comparison tab.